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# GENERAL

Q. My organization is eligible and thinking of applying for this grant. May we meet with you to discuss the grant?

A. Unfortunately, at this time while the grant application window is open, CDE staff are not able to meet with individual potential applicants for the Nonprofits OST grant. However, you are welcome to send questions via email to [Anna Young](mailto:young_a@cde.state.co.us), CDE OST Manager, or attend our weekly office hours starting at 9 am via [Zoom](https://us02web.zoom.us/j/81741584577?pwd=aRJasJel4T8ryoWAaEzvP6dbsrxaiU.1).

**Q. Can grant funds be used for school day activities?**

A. No, these funds only for out-of-school time programs, or programs that occur when school is not in session (before school, after school, weekends, holidays, fifth day, etc.).

**Q. Does this grant program allow for brand new OST programming, or is the intent to expand existing OST programming?**

A. The legislative intent of this grant program is not for new nonprofit organizations to stand up new OST programs that have not previously existed. Rather, the intent of the grant program is for an eligible organization to either establish an already existing OST program for new students and/or new participating schools and/or expand an already existing OST program for currently served students and/or currently participating schools.

Q. Is it a requirement that the proposed OST programs happen at a school?

A. It is not required to collaborate with a school to apply for the Colorado Nonprofits OST Grant. An applicant’s proposed OST program does not have to be at a school. Regardless of where the OST program(s) will be held, the applicant must ensure that the location is safe and accessible to students, and that transportation to and from the location will not be a barrier to participation.

**Q. What is the expectation that the proposed OST program provides transportation for students after the program ends?**

A. Funded applicants (grantees) are not required to use grant funds to provide transportation to and from programming; however, transportation should not be a barrier for any student to participate in the program, and an organization should ensure safe and reliable transportation to and from the OST program. This includes accommodating for students’ varying transportation needs. Options could include collaborating with the school(s) and district(s) to offer an additional bus route at a later time after the school day, providing and paying for public transportation options, and/or coordinating pickup of students by family members. Any and all available transportation options could be included in program registration forms so that students and families can choose their best option and the program can keep track of and coordinate transportation for all participating students. Make sure all options that are viable for your organization and then students/families can opt into them for pick up when programs are running.

**Q. Since transportation is important in this grant, can we use grant funds to buy a bus?**

A. No, grant funds cannot be used to purchase vehicles. However, other expenses to cover transportation are allowable, such as fuel, mileage reimbursement, wear and tear maintenance on a vehicle used for programs, salaries/benefits of bus drivers, and so forth.

# DEFINITION AND DESCRIPTION OF TERMS

Q. Can you clarify what “establish” and “expand” mean in the following statement under “Uses of Funds” (page 6 of the RFA): Funding may be used to establish or expand out-of-school time programs that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular school day.

A. For this funding opportunity, applicants may establish an existing OST program the organization already has to serve a new location and/or new target population of students. Or, applicants may expand an existing OST program the organization already has to an existing location by expanding activities and services at that location or expanding the program to serve additional students.

Q. We need clarification about the definition of what “unduplicated students” means.  
A. Any student that attends at least one time throughout the school year and summer.

Q. For summer programming, are applicants required to provide a certain number of weeks of programming every summer break?

A. On page 4 of the RFA, it states that grantees (funded applicants) are required to adhere to providing no fewer than an average of 25 hours per week during the summer seasonal break. Summer Seasonal Break is the time between the end of one school year and the beginning of the next school year. The break occurs during the non-school months in the summer from May/June to August/September. For students to receive effective dosage of out-of-school time programming during the summer months, CDE recommends that summer programs run for 4-8 weeks during the summer seasonal break.

However, the duration of summer programming as well as the time for summer seasonal break is determined by the applicant. For example, an applicant may apply to serve students for one week during the summer, two weeks, for the entire duration of summer, or for any other number of weeks during the summer seasonal break. However long the duration of the summer program, the applicant must provide programming for 25 hours per week during the time determined by the organization/applicant. See the “Program Requirements & Recommendations” section of the RFA for more information.

**Q.** **Is the 25 hours requirement for the summer per organization or center?**

A. This grant does not fund at the center level, but it funds at the organization level. However, if an organization hosts a summer program across multiple locations, it is ideally offering 25 hours per week or programming at all locations. For example, if an organization has several club locations, the expectation would be that each club would host 25 hours of programming per week for the duration of the summer program.

**Q. We want to offer fifth day programming, which would not meet the four-day requirement but it would meet the 10-hour weekly requirement. Is this allowable?**

A. On page 4 of the RFA, it states that grantees (funded applicants) are required to adhere to providing at least four days per calendar week during the school year, totaling no fewer than 10 hours during the week, except during a winter seasonal break. Applicants proposing to provide OST programming only on the fifth day of a four-day school week would not meet the minimum program requirements and therefore would not be funded. However, providing one hour of programming before or after school on three other days of the school week would ensure the applicant is providing at least four days per calendar week during the school year, totaling no fewer than 10 hours during the week. the minimum days per week. Please consider that the effectiveness of consistent and regular programming throughout a school week is proven to provide overall better outcomes for students related to their engagement and growth in school.

Q. What if proposed programming occurs two days a week at one school/site and then two days a week at a different location with different students. Does that meet the four-days per week requirement?

A. Funding is awarded at the organizational level and not at the school or site level. The organization will establish their proposed target population(s) of students, their location(s), and their weekly schedule(s) within their application. The organization could include multiple clubs, sites, or schools as locations for OST programming in their application, according to organizational capacity as well as the demonstrated needs and interests of students to be served. As long as programming at the multiple locations serves the proposed target population(s) and has operating locations for a minimum of four days per week, then the applicant would meet the four-day requirement.

**Q: We would like to propose to serve an older group of students for two days a week and a younger group of students the other two days a week, in order to meet the four-day per week requirement. Is this allowable? Do all the students have to have access to the four days?**

A. All students in the proposed target population(s) should have access to programming during the time when the OST program is offered. Applicants should not propose to serve only middle school students for two of the four days and/or only high school students for two of the four days. Ideally, applicants are offering programming to all students within the identified target population(s) during each of the four days of programming.

**Q. If summer programming is starting in 2025, would the same student participants be served during both summer and school year?**

A. Yes, it is expected that the target population(s) of students proposed are invited to participate in both the school year and summer programming offered throughout the duration of the grant. This is to ensure that students identified as most in need of services and support are able to participate in programming throughout the entire program year and the OST program offers continuity in these services and supports. With the exception of students who matriculate from the participating schools, move from the community, and similar, the target population(s) of students should remain the same for all three years of the grant.

**Q.** **We add new students in the summer that do not attend programs during the school year. Can we do this or do the students need to be the same students from school year to summer?**

A. Applicants must identify a target student population to serve in their OST programs for the duration of the grant, inclusive of both school year and summer. Ideally the same students from the school year would go to programs in summer as well, but summer can be expanded to add additional students who did not attend during the school year For example if you serve two middle schools during the school year, and want to serve the same two middle schools and add an elementary school, you are able to do so.

**Q.** **I read that outdoor education is an allowable activity for this grant. Can we send students to overnight camp?**

A. If the outdoor education overnight camp aligns with an applicant’s proposed grant goals as well as the overall intent of this funding opportunity, the camp would be allowable activity and an allowable use of funds. An event of this nature is considered a field trip, which requires prior CDE approval before incurring expenses for the event. The field trip must be educational in nature and align to the grant goals to be an allowable activity.

# ELIGIBILITY

**Q. We are an afterschool time provider that works with multiple rural districts across the state. We are hoping to apply for funding to be able to work with them, but some of them have 21st CCLC grants. Am I still able to apply for funding as a nonprofit provider and have those districts named?**

A. You are able to serve the same districts that receive funding from 21st CCLC, but you cannot have the same 21st CCLC centers/recipient schools in your application for this funding opportunity. For example, if a district has 5 schools, and three of those schools are being served through 21st CCLC, you can still serve the district and have students from the other two non-funded 21st CCLC schools participate in the Nonprofits OST grant programming.

**Q. If we are currently a recipient of Tony Grampas funding, can we still apply?**

A. Yes. The eligibility and ineligibility is clearly stated in the RFA under “Eligible Applicants”, and asks applicants to share what other funding sources they have or will use, when filling out the narrative (Section B: Demonstration of Need).

**Q. Can you provide clarity on partner organizations and lead applicants and what requirements are specific to each entity?**

A. Lead applicants must be eligible entities. To be eligible to receive a grant, an entity:

* must be a nonprofit organization that is exempt from taxation pursuant to section 501(c)(3) of the federal "internal revenue code of 1986", as amended, and
* have at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time.

An organization that does not meet the eligibility requirements listed above may be part of another organization’s application as a partner, but cannot apply for the grant as a lead applicant itself. See the “Eligible Applicants” section of the RFA for more information.

**Q. Does an organization need to have several years of high-quality experience in OST specific programming to be a grant applicant?**

A. The law is clear that to be eligible to receive a grant, an entity must have at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time. See the “Eligible Applicants” section of the RFA for more information.

**Q.** **Working with a small rural school district in a remote region that does not have access to a Boys & Girls Club or similar, most of the current OST programming is done throughout the town’s recreation provider, which is not a 501(c)(3) nonprofit organization. Is the recreation provider eligible to apply?**

A. The law is clear that to be eligible to receive a grant, an entity must be a nonprofit organization that is exempt from taxation pursuant to section 501(c)(3) of the federal "internal revenue code of 1986", as amended. Therefore, they would not be able to apply as the lead applicant. See the “Eligible Applicants” section of the RFA for more information.

**Q. Can you provide clarity about supplementing programs if the applicant has Colorado Academic Accelerator Program (CO-AAP) funding already?**

A. Awarded CO-AAP grantees’ programming focuses on STEM, specifically Math and Science, in OST; therefore, an applicant would need to provide additional programming outside of those topics to align with the intent of this grant program to provide comprehensive OST. For example, if a current CO-AAP grantee offers math and science academic support and enrichment, the grantee could apply for this funding to supplement (expand or add to) that current programming and offer activities in the realms of reading and literacy, health and wellness, physical activity, arts, leadership, and more. Current CO-AAP grantees could also apply for this grant funding to expand their current programming to serve additional grades levels and make it a more comprehensive OST program for additional students. Applicants would not be awarded by just doing the same programming for CO-AAP as for this funding opportunity, and would need to demonstrate the proposed additional or more expanded activities and services for those students in their application. See the “Eligible Applicants” section of the RFA for more information.

**Q. We are a nonprofit organization but our primary mission is not to provide OST programming and we do not have five years of experience providing OST programs; rather, we provide programming in the realm of health and wellness outcomes related to Whole School, Whole Community, Whole Child, and this programming can be offered during out-of-school time. We do have partners whose primary mission is providing OST and who meet the other eligibility requirements. Can we apply as the lead applicant, or should one of our partners apply as the lead applicant and we can be a partner for the application?**

A. Lead applicants must be an eligible entity. The law states that to be eligible to receive a grant, an entity:

* must be a nonprofit organization that is exempt from taxation pursuant to section 501(c)(3) of the federal "internal revenue code of 1986", as amended, and
* have at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time.

Based on your description, your organization would not be eligible for this funding opportunity; however, your organization could serve as a partner to an eligible entity in your community. See the “Eligible Applicants” section of the RFA for more information.

**Q. We currently work with two 21st CCLC centers, but we would not be receiving funding as of July 1, 2025 through 21st CCLC for these centers. Are these two centers eligible to be included in this grant?**

A. Programs, centers, and schools that will be funded through the 21st CCLC federal grant program as of July 1, 2025, are ineligible for this funding opportunity. Therefore, the centers you identified as not receiving 21st CCLC funding as of July 1, 2025 would be eligible. It’s important to note that even if your organization is not receiving 21st CCLC funding from these centers but those centers are still receiving 21st CCLC funding from CDE, those centers would not be eligible to be written into the grant application for this funding.

**Q. We operate a clubhouse at a middle school that is currently a 21st CCLC center. Because we have such a large space at this school, we serve youth ages 6-18, hundreds of whom are not students at this school. The money we receive through the 21st Century Grant Program is used only for middle school students there, not for elementary or high school students who come to that location during OST. The elementary and high school students who come from other schools participate in non-21st CCLC programming as part of our organization’s OST programming at the clubhouse. Can we apply for this grant to serve the elementary and high school students (not currently served by 21st CCLC)?**

A. It seems that the clubhouse operates at the middle school to serve not only middle school students through 21st CCLC funding, but many other students through other funding sources as well. This is an example of braiding funds from multiple funding streams to support various student populations in one large OST program, which is allowable both under 21st CCLC as well as this current funding opportunity.

If the organization proposes to serve non-21st CCLC students at this clubhouse and ensures that the funds from this opportunity will be used to serve students in different grade levels coming from different schools (outside of serving the same middle school students), the applicant may apply for these funds. It is important to note that for this funding opportunity, grant funds must be used to supplement and not supplant any federal, state, and local funds currently being used to provide out-of-school time programming.

The school codes of the schools where students will be coming from, otherwise known as participating schools, must be included in the application so that CDE may verify that current 21st CCLC funding and the student target population will not be supplanted by the request for funds from this funding opportunity. See the “Uses of Funds” section of the RFA for more information.

Applicants may look up the school codes of their proposed participating schools by using this CDE School Code list: <https://cedar.cde.state.co.us/edulibdir/School%20Building%20Codes-en-us.xlsx>

Currently funded 21st CCLC schools as well as currently funded CO-AAP schools are also listed in *Appendix L* of the RFA.

# PRIORITY CONSIDERATIONS AND POINTS

**Q. Is a formal partnership with a district required? Will applicants with a formal partnership receive more points in the scoring process?**

A.Page 3 of the RFA states “Eligible applicants may, but are not required to, have a partnership with the Colorado school district in which the entity will provide affordable and comprehensive academic enrichment and related services to students during out-of-school time.” Applicants with a formal partnership will not receive more points in the scoring process.

**Q.** **Will existing Colorado Academic Accelerator Program (CO-AAP) grantees score additional points if they apply for supplemental funding?**

A. Page 4 of the RFA states “Eligible entities receiving funds through the [Colorado Academic Accelerator Program (CO-AAP)](https://www.cde.state.co.us/studentsupport/coaap) may still apply for this funding opportunity.” Existing CO-AAP grantees will not score additional points if they apply for this funding opportunity.

# FUNDING AND AWARD PARAMETERS

**Q. If we were to ask for the maximum amount of funding, what if we serve more than 250 students?  How would we track if we serve more kids and at multiple sites?**

A. Because this grant is being awarded at the organization level, grantees will track by student regardless of location. If you serve more students, then it means your cost per student would be less than $3,000. If it costs your organization more than $3,000 to serve one student per year, your organization will need to find additional funding elsewhere. You may only budget and charge the grant program a maximum of $3,000 per student per year.

**Q. Are indirect costs like insurance allowed to be paid for by the grant?**

A. State grants do not allow for any indirect costs.

**Q. What amount of programming is expected per student to hit the $2,000-$3,000 cost per student? Should an applicant use ‘unduplicated students’ served by the program (number of students multiplied by $2,000-$3,000) to calculate the award request?**

A. Applicants are required to provide comprehensive OST programming for students to meet the minimum hour/week requirements outlined on page 5 of the RFA. Please see the definition of "comprehensive" in the glossary to understand program expectations. The cost per student range is based on unduplicated students. Additional detail about calculating the cost per student is provided on page 5 of the RFA as well.

**Q. A maximum grant of $750,000 based on serving 250 students at $3,000 cost per participant is an example of one year of funding, right? For example, if an organization was offered the maximum amount, they would receive $750,000 per year (a total of approximately $2,250,000 over three years), correct?**

A. Yes, that is correct.

**Q.** **With the grant period listed, is the first year or the third year going to be the longer year?**

A. Because this is state grant funding, awards are forward funded, meaning that awarded applicants (grantees) will receive a lump sum check from CDE for the total awarded amount at the beginning of the performance period for the first year of this grant. The performance period for this grant program is from May 2025 through June 30, 2027. See the “Duration of Grants” section of the RFA for more information.

Q. Should I apply for the minimum or maximum award amount? Would applying for the minimum award amount make my application more competitive?

A. Applicants are encouraged to apply for the amount of funding necessary to run high-quality programming. The amount of funding requested must be reasonable and based on the number of students proposed to attend programming each year of the grant.

Q. Would a smaller monetary request be more likely to get funded? As in, if an applicant is only asking for $50,000 versus $750,000?

A. Applicants must submit a requested amount that is reasonable and appropriate for their proposed programs. Peer reviewers and CDE will review requested amounts based on these fiscal principles. A smaller request is not more or less likely to be funded. All applications and funding requests will be reviewed by peer reviewers and CDE against the scoring rubric.

**Q. How was the cost per student amount determined and what is it based on?**

A. For this grant, the cost per student was determined by using the same cost per student calculations as other CDE competitive grants for out-of-school time programs. For this grant program, the cost per student cannot exceed $3,000 per student per year. Funding will be based on the total number of unduplicated students that will be served by the organization throughout the year based on the individual annual cost per student. There will be no minimum cost per student but the maximum cost per student allowed is $3,000 per student per year. Documentation of how an organization acquired the cost per student is required in the application.

# APPLICATION COMPONENTS

**Q. According to the RFA Section D, grantees are required to track students’ “assignment completion”, do we have to administer the CDE-provided teacher survey for every student served by the grant? If we have our own student survey would that work instead?**

A. Grantees are expected to compile data regarding completed assigned homework or classwork to the day school teacher’s satisfaction. It is up to the applicant/grantee to determine the most valid and reliable method for collecting this information. For example, a student's perception of their own behavior might not be as reliable as an adult’s assessment. Adding content to an existing survey or other instrument that will satisfy this grant’s specific reporting requirements is allowable. CDE is also available to review and provide feedback on evaluation instruments for funded applicants/grantees after the grant awards are made.

**Q. Section D references Returns on Investment; I am curious about what that looks like and how do we go about getting that information, since it’s challenging to get this information directly from families?**

A. You are not required to gather any information related to ROI from families, but that is an organizational decision. sharing anything with families for the ROI report. CDE has created an ROI tool that covers several categories that grants have in common. These categories were selected based on what services OST covers, and were selected due to their ability to create savings to families that would otherwise have to pay out of pocket. An ROI worksheet and calculator will be supplied to awarded applicants, and will be covered in trainings to help grantees understand how to use the tool, and how to add it to annual data collection and reporting.

**Q. After reading some of the documents on your website, I noticed that sustainability is a problem with this type of grant. Should we cover sustainability in our application? Is sustainability evaluated as part of the grant competition?**

A. Sustainability is not part of the application narrative/scoring rubric for this grant. However, sustainability is a program assurance that applicants sign off on in the Assurances section of the application. Please see page 11 of the RFA for this assurance: “Sustainability: The Colorado Nonprofits Out-of-School Time Grant is intended to be seed money, providing several years of funding to support the building of a culture of extended day or out-of-school time engagement of students within a building, with the intention of sustaining the program after the grant ends. Programs may seek alternative funding, utilize volunteers or other day school staff, or leverage existing funding streams to support the program. Sustainability should be an ongoing conversation throughout the grant period between all collaborative partners, including host administrators."

**Q. Our organization administers Weikart’s Survey of Academic Youth Outcomes twice per year on SVYC’s students, and it measures student engagement. If allowable, we’d like to use that as a way to report on this outcome rather than having school-day teachers need to complete surveys for each of our students (especially since our students attend 10 different schools and it might be challenging to get all of them to complete it). Are we able to change a portion of performance measure #4, student engagement, to change the instrument from EZReports teacher surveys to SAYO? Would that be acceptable?**

A. CDE recognizes the challenge that administering surveys to school day teachers would pose to nonprofit organizations, because the nonprofit organizations are not required to have a partnership with the Colorado school district in which the entity will provide affordable and comprehensive academic enrichment and related services to students during out-of-school time. Therefore, the end-of-year teacher survey in EZReports will be an allowable instrument to measure and report on Performance Measure #4 but it will not be the only accepted instrument.

The *Appendix D: State Performance Measure Guidance* of the RFA has been changed to include an updated model for Performance Measure #4 that accommodates both the EZReports teacher survey and an valid and reliable instrument to measure student engagement chosen by the applicant. Please see below:

By the end of each year of the grant, *[percentage]* of participating students will show improvement in engagement in learning such as *[being attentive in class, behaving well in class, getting along well with other students, etc.]* as reported on *[insert indicator such as end-of-year teacher surveys in EZReports or the Survey of Academic and Youth Outcomes (SAYO)].*

**Q. If we have 10 schools that want to participate in this grant program, must we list each one?**

A. Applicants should list the schools from which the student participants will be attending. CDE needs this information not only to match student records for data collection purposes but to get a sense of what schools will be served across the state.

**Q. The application asks for school codes of the participating schools. We are a youth center that has students from participating schools come to our location for OST programs. Is this allowed, and do we have to list the school codes? If so, where can school codes be found?**

A. Yes, eligible organizations may offer their OST programs at a location that is not a school or district building. For example, organizations may propose to serve students at an existing club or center. Even if an organization wishes to run OST programming outside of a school, the organization should still list the school names and school codes from which the proposed students will be attending, also known as participating schools.

Applicants may look up the school codes of their proposed participating schools by using this CDE School Code list: <https://cedar.cde.state.co.us/edulibdir/School%20Building%20Codes-en-us.xlsx>

**Q. Is there a minimum number of students required to participate in order to apply?**

A. There is no minimum requirement for student participation. Page 5 of the application states that there are no limits placed on the number of students proposed to be served in the grant application. Applicants will set participation goals for the number of students to be served by completing the provided chart that is on page 13 of the RFA. Applicants will also provide rationale for setting the participation targets in the chart, including how the applicant determined that the numbers were reasonable and achievable based on the total number of students in the participating school(s) and/or community, student needs and interests, and other related factors. Student participation and the cost per student will be used by the applicant to determine the amount of funding requested. There is no minimum an applicant may apply for or be awarded. However, applicants can apply for and be awarded a maximum of $750,000, or a quarter of the available funds. See the “Available Funds” section of the RFA for more information.

**Q. Is there a limit on the number of schools that can be included in an application?**

A. No. Additionally, the RFA states that there are no limits placed on the number of students proposed to be served in the grant application. Please consider the organization’s capacity to serve students and their families from a large number of schools when writing the application.

**Q. Section B of the application narrative asks applicants to identify resources, including other funds, that are currently available for out-of-school time programs for the participating school(s). Is this question asking what the organization applying currently offers, what OST programs students currently participate in, or what OST programs students have access to in the area?**

A. It could be any and all of those descriptors, depending on the availability of OST programs that either the organization currently offers or that students have access to or attend in the community. This question is meant to be a community scan or asset map of available resources, including existing OST programs and OST funding in the area.

# DATA REQUIREMENTS

**Q. On the Performance Measure for student engagement it states to create and evaluate the student engagement in your programs. Does this mean we are evaluating students’ engagement in our OST programs or evaluating students’ engagement in the school day?**

A. When we say “in your program” that means you are administering whatever survey/evaluation during your OST program time in order to measure students’ change in engagement during the school day, including assignment completion. You can use any valid and reliable instrument that to collect that data, including existing surveys such as the CDE-provided Teacher Survey on Student Engagement. It is up to your organization to decide how you want to collect that data.

**Q. How can applicants that do not have a data-sharing agreement in place fulfil the reporting requirements around student-level data like CMAS scores, grade level promotion, or attendance?**

A. According to the law, “eligible applicants may, but are not required to, have a partnership with the Colorado school district in which the entity will provide affordable and comprehensive academic enrichment and related services to students during out-of-school time.”

The law states that the funded recipients (grantees) report ***either*** the State-Assigned Student Identification Number (SASID) ***or*** first and last name, date of birth, and enrolled school for each student in order to report data required by this grant. It is important to note that for any student record matching CDE can do internally for students’ grade-level promotion, school attendance rate, and state assessment data, CDE must have either the SASID ***or*** the complete student record (correctly spelled first and last name, DOB, and attending school). It is left up to applicants to decide how they will obtain either the SASID or the complete student record in order to satisfy the reporting and evaluation requirements of this grant. In their application narrative, applicants will describe how they will conduct grant reporting and evaluation to fulfill the grant’s requirements listed in *Appendix E* and to inform continuous program improvement throughout the three years of the grant. See Section D: Program Reporting & Evaluation of Part II: Narrative and Budget on page 14 of the RFA for more information.

**Q. How can applicants that do not have a data-sharing agreement in place fulfil the reporting requirements around student-level data like CMAS scores, grade level promotion, or attendance?**

A. According to the law, “eligible applicants may, but are not required to, have a partnership with the Colorado school district in which the entity will provide affordable and comprehensive academic enrichment and related services to students during out-of-school time.”

The law states that the funded recipients (grantees) report ***either*** the State-Assigned Student Identification Number (SASID) ***or*** first and last name, date of birth, and enrolled school for each student in order to report data required by this grant. It is important to note that for any student record matching CDE can do internally for students’ grade-level promotion, school attendance rate, and state assessment data, CDE must have either the SASID ***or*** the complete student record (correctly spelled first and last name, DOB, and attending school). It is left up to applicants to decide how they will obtain either the SASID or the complete student record in order to satisfy the reporting and evaluation requirements of this grant. In their application narrative, applicants will describe how they will conduct grant reporting and evaluation to fulfill the grant’s requirements listed in *Appendix E* and to inform continuous program improvement throughout the three years of the grant. See Section D: Program Reporting & Evaluation of Part II: Narrative and Budget on page 14 of the RFA for more information.

**Q. If we are applying as an intermediary, serving different student demographics at different sites/clubs, the information at different geographical locations will vary and be hard to collect in a short amount of time. How does CDE anticipate applicants gathering necessary student demographic information to submit the data by the application deadline?**

A. In other grant opportunities CDE has allowed awarded grantees to use the first year of the grant to gather baseline data on the proposed student populations to be served with grant funds. It is allowable for the first year to gather a general baseline determined for the purpose of the applications. For this application, applicants can state how they are planning to get specific student demographic information if awarded. General demographic information such as grade levels should be included in the application.

**It is important to note that major student demographic data as well as school and district data for attendance, performance, graduation and dropout rates, and more is publicly available on CDE’s School View:** [**https://www.cde.state.co.us/schoolview/explore/welcome**](https://www.cde.state.co.us/schoolview/explore/welcome)**.**

# BUDGET

**Q. I don’t see an Excel file to complete the budget submission for this grant. Where can I find this?**

A. For this funding opportunity, there is no Excel file to use as a reference or template. Rather, an applicant’s proposed budget will be completed directly in GAINS as part of the online application.

**Q.** **The RFA states: “Grants from this funding opportunity will be awarded for an initial three-year period starting in FY2024-2025 and ending in FY2026-2027.” It looks like the funding period of May 2025 thru June 2027 is not a 3-year period, only 2 years and 1 month. Can you please clarify the timeline along with the funding payment schedule? How do we create our budget in GAINS to reflect this?**

A. This is considered a three-year grant because it is inclusive of three fiscal years (FY2024-25, FY2025-26, and FY2026-27). The performance period for this grant is from March 2025 through June 2027, which spans 28 months. Awarded applicants, also known as grantees, will receive their Grant Award Letters and funds disbursement in March 2025. As stated on page 5 of the RFA, grantees “must begin their programming for students and families in May 2025 when the 2024-2025 school year ends and summer session starts. Funded programs will run continuously from May 2025 through June 2027 with both school year and summer sessions for students and families.”

Since this is a state grant, it is forward funded, meaning that grantees will receive two lump sums from CDE for both the 2024-25 and the 2025-26 fiscal years. The FY2024-25 disbursement from CDE to grantees will be in March 2025; the FY2025-26 disbursement from CDE to grantees will be in July/August 2025.

Applicants may request the maximum award amount of $750,000 for both FY2024-25 and FY2025-26, meaning their total requested amount for this funding opportunity can be up to $1.5 million. Please note that all funding requests must be reasonable, appropriate, allocable and allowable according to the applicant’s proposed programs for May-June 2025 and for July 2025-June 2026.

In GAINS, applicants should budget for a total of 14 months, covering summer programs in May and June 2025 (FY2024-25) as well as school year and summer programs in FY2025-26. Please create separate FY24-25 budget line items and FY25-26 line items. See the screenshots below for an example of how to budget for a club coordinator staffing position that spans FY24-25 and FY25-26.

**GAINS Budget Line Item 1:**

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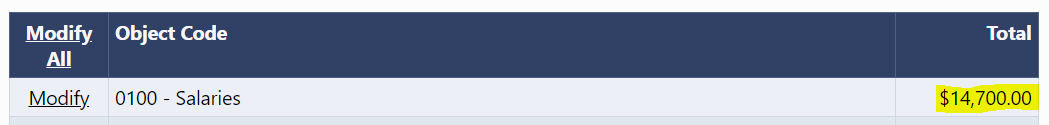
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**GAINS Budget Line Item 2:**

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**GAINS Budget Summary with Line Items 1 and 2 above:**



To budget properly for both fiscal years spanning 14 months, below are helpful definitions and terms for school year and summer.

School year: Also known as the academic year, the school year is the portion of the calendar year during which the public schools of a school district are in regular session, beginning about the last week in August to the first week in September and ending about the end of May or the first week in June the following year (C.R.S. 22-63-103).

Summer: Summer Seasonal Break is the time between the end of one school year and the beginning of the next school year. The break occurs during the non-school months in the summer from May/June to August/September. For students to receive effective dosage of out-of-school time programming during the summer months, CDE recommends that summer programs run for 4-8 weeks during the summer seasonal break.

# ATTACHMENTS

**Q. What is the maximum number of attachments?**

A. Attachments that are both required and optional are listed on page 7 of the RFA under Part III. Attachments are as follows:

* Proof of 501(c)(3) status for the last five years such as articles of incorporation with original dates and documentation of being in Good Standing with the Colorado Secretary of State for at least five years *(required)*
* Organizational references and/or letters of support from participating schools/districts, partner organizations, students and families, and similar *(required)*
* Data sharing agreement(s) and/or memorandums of understanding (MOUs) *(optional)*
* No more than five pages with tables/graphs/figures to support narrative responses *(optional)*

**Q. In the application we need to list the participating schools we are serving. Can the submitted MOUs be at a district level, and are there any advantages of getting school-level MOUs instead?**

A. It is important to note that MOUs are optional for this funding opportunity, as are data sharing agreements. The MOU and data sharing agreement templates provided in *Appendix H* and *Appendix I*, respectively, are meant to be examples only and are not required. For the purpose of the peer review process, there are no advantages or disadvantages to including MOUs at either the school or district level. In other words, there will be no points added or deducted from applications whether an applicant has submitted any MOUs, let alone MOUs from particular entities.

However, organizational references and/or letters of support from participating schools/districts, partner organizations, students and families, and similar are required. The intent of having applicants submit organizational references and/or letters of support is to demonstrate that the applicant is an eligible entity that can demonstrate the applicant has  at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time.

**Q. Can you clarify details on the required letter(s) of support when it says schools and school districts?**

A. The RFA states on page 12 that “*To receive maximum points, applicants must attach: a) proof of 501(c)(3) status for the last five years such as articles of incorporation with original dates and documentation of being in Good Standing with the Colorado Secretary of State for at least five years, and b) organizational references* ***and/or*** *letters of support from participating schools/districts, partner organizations, students and families, and similar.”* Letter(s) of support do not have to be from schools and/or school districts. Other entities from which letter(s) of support could come are partner organizations and students and families. Letter(s) of support and/or organizational references do not need to be from every participating school/district, every partner organization, and/or every student/family member. It’s important to note that this requirement to submit organizational references and/or letters of support is to demonstrate and substantiate the applicant’s eligibility by having at least five years’ experience providing affordable and comprehensive academic enrichment and related services to students in Colorado during out-of-school time.

# SIGNATURES

Q. For authorized representative signatures throughout the application, does it need to be the same person or can it be anyone who has signing privileges at our organization?

A. It should be the same person throughout and must be someone who has signatory authority for funding requests and reimbursements, if awarded.

# APPLICATION SCORING

**Q. Who will be reviewing and scoring the submitted applications?**

A. Our OST team is working with Grants Program Administration, CDE’s central office who administers all of CDE’s competitive grant processes. CDE has an open process for soliciting grant review readers. A reader request is developed by CDE’s GPA Office and is distributed to external and internal stakeholders and audiences. Individuals who are leaders in the out-of-school-time field and individuals who have knowledge about out-of-school time are targeted as well.

Reviewers provide contact information, define any conflicts of interest, and submit a resume. During the review, team members also sign a Confidentiality/Conflict of Interest Release. By signing this agreement, each review team member agrees to maintain confidentiality throughout the process of the application review. No member discloses the contents of responses to anyone outside the team and all internal workings of the team are kept confidential until the team has completed its evaluation. Furthermore, by signing the release, all review team members affirm that they do not have a personal or financial interest regarding which organization or school district is recommended for a grant. All such potential conflicts of interest situations must be reported to CDE prior to reviewing applications.

Peer review team members participate in grant training webinars led by CDE’s GPA Office to help ensure a consistent and objective grant review process. Team members rate each application individually and then convene as a group to discuss their findings and scores. On the day of the scheduled review, a facilitated discussion of the scoring of this proposal by a Team Leader takes place to increase the inter-rater agreement range and ensure that all reviewers are using the rubric consistently as they score proposals.

Peer review team members score each proposal based on the rubric. Each team then works to reach consensus on a final score for each proposal. Scores are then ranked by the readers and the highest scoring grants reflecting priority areas will be funded until available funding is depleted. There is no guarantee that submission of a proposal will result in funding or funding at the requested level. Only proposals that meet all eligibility criteria and that are scored by the expert review panel at the minimum point determined or higher on the review rubric will be considered for funding. All application decisions are final.

**Q. Are applicants who partner with school districts receiving extra points in the scoring process?**

A. No. As long as applicants answer the questions about reporting and evaluation in RFA Section D, reviewers will score responses according to accuracy and completion of their responses. CDE is more concerned with whether applicants can meet reporting and evaluation requirements outlined in statute, as opposed to “how” they propose to meet the reporting and evaluation requirements. There are no priority areas/points or extra points that will be assigned to applicants regarding reporting and evaluation.

**Q.** **Is a formal partnership with a district required? Will applicants with a formal partnership receive more points in the scoring process?**

A. No, and no. Please see Section D. Priority Considerations and Scoring above for more information.

**Q.** **Is a formal data-sharing agreement with a district required? Will applicants with a formal data sharing agreement receive more points in the scoring process?**

A. No, and no. Please see Section D. Priority Considerations and Scoring above for more information.

# ONLINE APPLICATION SYSTEM

**Q. Can we add tables, graphs, and lists to the narrative boxes in the online application?**

A. Graphs and other visuals could be uploaded by applicants under the “Optional Attachments” upload page. Where appropriate, applicants should cite where the corresponding information is in their application narrative in the optional attachments. Reviewers will look at all of the information in the optional attachments if they are cited or referenced in the application narrative, and take this additional information into account when scoring applications.